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ABSTRACT

This report provides a summary of a survey of 42 Canadian university libraries conducted in 1984 which identified 20 libraries that were involved in providing services for off-campus and distance education students. Thirteen categories were established to classify the components of a comprehensive library service for such students in Canada. Data from the 20 libraries, the three universities in British Columbia, and the Open Learning Institute were then entered on a survey form designed to record each institution's involvement in these 13 categories and the forms were returned to the respondents for verification. A summary table displays the results of the data analysis for each of the libraries and each of the categories: (1) availability of core collections; (2) specific requests; (3) reference queries; (4) special telephone lines; (5) advertisement of services; (6) a librarian responsible for such services; (7) support staff responsible for such services; (8) provision of bibliographic instruction; (9) online bibliographic services; (10) interlibrary loans; (11) charges for services; (12) assessment of course needs; and (13) evaluation of service effectiveness. Also included are two handouts, "Funding an Off-Campus Library Service" and "Arguments to Justify the Establishment of a Toll-free Telephone Service for Off-Campus Students"; the form which defines the 13 categories; and a 15-item selected bibliography. (CGD)

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THE CANADIAN OFF-CAMPUS LIBRARY SERVICES SURVEY, 1985

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This document contains a summary of the first Canadian Off-Campus Library Services Survey; two handouts entitled respectively "Funding an Off-Campus Library Service" and "Arguments to Justify the Establishment of a Toll-free Telephone Service for Off-Campus Students"; and a selected bibliography on off-campus library services. These papers were distributed at the Canadian Association of College and Research Libraries Workshop entitled "Library Services for Off-Campus and Distance Education Students" held as part of the Canadian Library Association's annual conference in Calgary, Alberta, June 15, 1985. This material is being made available through the ERIC system due to an increasing number of citations in the distance education literature. The full report on the Canadian Off-Campus Library Services Survey has been published in The Off-Campus Library Services Conference Proceedings, Reno, Nevada, October 22-24, 1986 (pp. 285-305). Mount Pleasant, MI: Central Michigan University Press, 1987.

University of Victoria Library
Victoria, British Columbia
January 1988

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CANADIAN OFF-CAMPUS LIBRARY SERVICES SURVEY

In the winter of 1984, Sandy Slade from the University of Victoria Library and Barbara Webb from the Open Learning Institute of British Columbia sent a letter to forty-two Canadian university libraries outside B.C. to enquire about library services for off-campus and distance education students. Thirty-one replies were received and twenty libraries indicated that they were involved to some degree in providing services for off-campus courses and programs. Including the three B.C. universities and the Open Learning Institute, data was available on off-campus library services at twenty-four Canadian post-secondary institutions.

Based on the available literature and the information provided by the respondents, thirteen categories were established to classify the components of a comprehensive off-campus library service in Canada. A survey form was then designed to record each institution's involvement in these thirteen categories by means of "yes" and "no" responses (see Appendix). Completed survey forms were sent to nineteen of the twenty libraries which reported some off-campus activity, with a request for verification of the positive and negative replies recorded. Seventeen libraries returned their verified forms.

In order to display and compare the information in the thirteen categories from the twenty-four institutions, a Multiplan software package was used on a personal computer. For each "yes" response, a "1" was assigned and for each "no" response, a "0" was used. This provided a maximum total of 13 for each library. These institutional totals are displayed in the far right column of the spread-sheet. At the bottom of the spread-sheet are the totals by category, indicating how many institutions are involved in any of the thirteen categories.

The totals in the far right column indicate each institution's degree of involvement in off-campus library services. However, due to variations in the number and types of courses offered, the availability of appropriate technology, the geographic area involved, and other local conditions which can influence the nature of the services offered, the totals by institution are best viewed within ranges rather than assuming that each rating is hierarchically better than another. The following ranges are proposed as a model for comparing degrees of involvement:

11 - 13	high level of involvement
8 - 10	very active
5 - 7	active
0 - 4	low level of involvement

Cont'd ... ...

The results from this survey present an overview of the state of off-campus library services in Canada at present. A more in-depth discussion of the significance of the thirteen categories in off-campus library services will appear in the literature at a later date.

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April 30, 1985

ALS:jj

REPORT OF SURVEY RESULTS BY LIBRARY: Single Value Description of Categories

LIBRARY NAME	Core Col.	Sp.Req.	Ref.Q.	Phone	Advert.	Libr'n	Support	Bib.Inst.	Online	ILL	Charge	Assess.	Eval.	TOTAL
Acadia Univ.	1	1	1	0	0	0	0	0	1	1	0	0	0	5
Athabasca Univ.	0	1	1	0	1	1	1	0	1	1	1	0	0	8
Brandon Univ.	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Brock Univ.	1	0	0	0	1	0	1	1	1	1	1	1	1	9
Lakehead Univ.	1	1	1	1	1	1	1	0	1	0	1	1	1	11
Laurentian Univ.	1	1	1	1	1	0	1	0	0	1	1	1	0	9
Memorial Univ.	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Mount St. Vincent U.	1	1	1	0	1	0	1	0	1	0	1	1	1	9
Open Learning Inst.	0	1	1	1	1	1	0	1	0	1	1	1	1	10
* Queen's Univ.	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Simon Fraser Univ.	0	1	1	1	1	1	1	0	1	1	1	1	1	11
Trent Univ.	1	1	1	1	1	0	1	1	1	1	1	1	1	12
Univ. of Alberta	1	1	1	0	0	0	0	1	1	0	0	1	1	7
U. of Brit. Columbia	1	1	1	1	1	1	1	0	1	1	1	1	1	12
Univ. of Calgary	1	1	1	0	0	0	0	1	1	1	0	1	1	8
Univ. of Lethbridge	1	1	0	0	0	0	0	0	1	0	1	0	1	5
Univ. of Manitoba	1	1	1	0	1	1	1	1	1	1	1	1	1	12
Univ. of Ottawa	1	1	1	0	1	1	0	1	1	1	1	1	1	11
Univ. of P.E.I.	1	0	0	0	0	0	0	0	0	0	1	0	0	2
* U. of Saskatchewan	1	1	1	0	1	0	0	0	0	0	1	0	0	5
Univ. of Victoria	1	1	1	1	1	1	1	1	1	1	1	1	1	13
U. of Western Ont.	1	1	1	1	1	1	1	0	0	0	0	0	1	8
Univ. of Windsor	1	0	0	0	0	0	1	0	0	0	1	0	1	4
York Univ.	0	1	1	0	0	0	1	1	0	0	0	1	1	6
TOTAL	18	21	19	9	16	10	14	10	15	13	17	15	17	194

* verified survey form not returned

CANADIAN OFF-CAMPUS LIBRARY SERVICES SURVEY

INSTITUTION: _____

1. CORE COLLECTIONS:

   A collection of books and articles is sent on request to the site of an off-campus course. _____

2. SPECIFIC REQUESTS:

   The library staff sends specific material to off-campus students in response to requests received by mail or telephone. _____

3. REFERENCE QUERIES:

   The library staff answers reference questions and conducts subject searches for off-campus students in response to requests received by mail or telephone. _____

4. SPECIAL TELEPHONE LINE:

   The Library has a special "toll-free" telephone line for off-campus students to request library material. (Note: "toll-free" can be interpreted to mean that the Library accepts collect calls.) _____

5. ADVERTISEMENT OF SERVICES:

   Library services for off-campus students are publicized in brochures, handbooks, and other literature which is available to all off-campus faculty and students. _____

CANADIAN OFF-CAMPUS LIBRARY SERVICES SURVEY

6. LIBRARIAN:

At least one librarian has either full-time or part-time responsibilities for off-campus library services as part of the job description. _____

7. SUPPORT STAFF:

At least one member of the support staff has either full-time or part-time responsibilities for off-campus library services as part of the job description. _____

8. BIBLIOGRAPHIC INSTRUCTION:

A librarian provides direct bibliographic instruction to off-campus students by visits to course sites, through teleconferencing, or by use of audio-visual media such as video-tape. _____

9. ONLINE BIBLIOGRAPHIC SERVICES:

Online literature searches are conducted for off-campus students on request. _____

10. INTERLIBRARY LOANS:

I.L.L. requests for material not available from the "home" library are initiated by library staff on behalf of off-campus students. _____

11. CHARGES FOR SERVICE:

All library services for off-campus students are provided free-of-charge. _____

CANADIAN OFF-CAMPUS LIBRARY SERVICES SURVEY

12. NEEDS ASSESSMENTS:

The library staff undertake formal or informal needs assessments for off-campus courses and programs and use this information to plan library services. _____

13. EVALUATION:

The library staff periodically review the services and resources available to off-campus students and evaluate their effectiveness. _____

ADDITIONAL COMMENTS:

FUNDING AN OFF-CAMPUS LIBRARY SERVICE

Basic Components

1. Staff
2. Publicity

Desirable Components

1. Telephone with a direct line (calls not routed through a switchboard).
2. Telephone answering machine (with unlimited incoming message length).

Budget Components of a Comprehensive Service

1. Start-up charges (telephone line, answering machine, etc.).
2. Salaries (librarian, support staff, casual assistance).
3. Printing costs (publicity, forms, etc.).
4. Telephone and long distance charges.
5. Postage and shipping charges.
6. Photocopying costs.
7. Interlibrary Loan charges.
8. Computer search services.
9. Travel expenses.

Options in Funding Service

1. Totally subsidized service (budget covers all of the above expenses).
2. Set service fee levied for users (paid with tuition or on a per-use basis).
3. Regular staff may be used with reassignment of duties (budget component 2).
4. Users call a general toll-free number on campus and these calls are routed to the Library (budget component 4).
5. Users pay their own long distance charges or send their requests by mail (budget component 4).
6. Some cost recovery from users (budget components 5 - 8).
7. Staff do not travel to off-campus locations (budget component 9).

Arguments to Justify the Establishment of a Toll-free Telephone Service for Off-Campus Students

1. By nature of their location, off-campus courses suffer from the lack of services and facilities available to on-campus courses. It should be the responsibility of the university to provide ways to compensate for these shortcomings in order to maintain a dimension of quality in its off-campus education.

2. Library access should be considered to be a fundamental component of a university education.

3. A toll-free telephone line is one way to provide access to the university library in order to compensate the student for being unable to visit the Library in person.

4. The argument for the telephone line being toll-free is that library access is free to on-campus students, so it is inequitable for off-campus students to have to pay for access.

5. On-campus students are entitled to free "interviews" with reference librarians in order to obtain assistance in locating information. The off-campus students should be entitled to the same privilege by means of the telephone.

6. The on-campus student is able to use the Library immediately upon receiving an assignment or discovering a need for material. The off-campus student should be able to have the same immediate access by using a telephone.

ALS:bkm
March 26, 1984

A Selected Bibliography

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